
Upcoming Evaluation Reporting: Evaluation Progress, Implementation Analysis Plans, and an Evaluation Abstract

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Presentation to the OAH/FYSB Grantees and Local Evaluators

Jean Knab, Juliette Henke, Subuhi Asheer, and Russell Cole

The logo for MATHEMATICA Policy Research is centered on a white background. It features the word "MATHEMATICA" in a bold, black, sans-serif font, with a red horizontal line above it. Below "MATHEMATICA" is the phrase "Policy Research" in a smaller, black, sans-serif font, with a red horizontal line below it.

MATHEMATICA
Policy Research

Overview


- Introduction (*Jean Knab and Amy Farb*)
- Evaluation Progress Reporting (*Juliette Henke*)
 - CONSORT diagrams
 - Baseline equivalence assessment
- Implementation Analysis Plan Template (*Subuhi Asheer*)
- Evaluation Abstract Template (*Russell Cole*)
- Timing and Process (*Russell Cole*)
- Questions

Evaluation Progress Reports

Evaluation Progress Reports

- **Main components of reports remain same**
 - **Sample intake and flow (CONSORT) diagrams**
 - Cluster level
 - Individual (youth) level
 - **Tables assessing equivalence of groups on pre-intervention demographics and behavioral measures**
 - All youth with pre-intervention (baseline) data
 - Only youth with post-intervention (follow-up) data
- **Assessment of equivalence now focused on each grantee's planned analyses**
 - **Focal time periods**
 - **Measures of interest**

Reminders for Completing CONSORT Diagrams

- **Include time stamp for data included in report**
 - Helps identify lag between date report submitted and date for which data are current
 - Example: Report submitted March 31, but last survey effort ended February 28  Time stamp: 2/28/2014
- **For each follow-up period, include number of youth eligible for that survey effort**
 - Allows for correct calculation of attrition when data collection does not occur at same time for full sample
- **Quasi-experimental designs (QEDs) and cluster randomized controlled trials (RCTs) provide cluster-level CONSORT diagrams**
- **Pool data for all cohorts (if applicable)**

Changes to Equivalence Tables

- **Provide tables for two or more analytic samples**
 - Sample that completed baseline
 - Sample that completed follow-up survey(s) used as focal time period for primary research question(s)
 - Sample that completed follow-up survey(s) used as focal time period for secondary research question(s) (if different from primary)
- **Focus assessments on planned analyses**
 - *For behavioral measures, include only measures identified as primary or secondary outcomes
 - For race/ethnicity, construct as you will for your analytic models

Changes to Equivalence Tables: Example

- **Research questions**
 - Six-month follow-up: Initiation of sexual activity
 - Twelve-month follow-up: Initiation of sexual activity; intercourse in prior three months
- **Provide three tables assessing equivalence**

Survey Wave and Analytic Sample	Baseline Demographics	Baseline Measure: Initiation of Sexual Activity	Baseline Measure: Intercourse in Prior Three Months
Baseline	✓	✓	✓
Six-Month Follow-Up	✓	✓	
Twelve-Month Follow-Up	✓	✓	✓

Reminders for Completing Equivalence Tables

- **For each time period evaluated, report pre-intervention data to assess equivalence**
 - Not outcomes for follow-up time periods
- **If a respondent indicates he or she has not had sex, use logical imputation to impute a no response for risk behavior measures, or a zero frequency count for activity measures**
- **Pool data for all cohorts (if applicable)**

Submitting Reports to Eval TA

- **Will receive feedback on prior reports from technical assistance (TA) liaison to incorporate into next report**

Implementation Analysis Template

Overview of Presentation

- **Purpose and Scope of Implementation Analysis and Plan for Final Reporting**
- **Implementation Analysis Plan Template**
- **Next Steps**

Purpose of Implementation Analysis

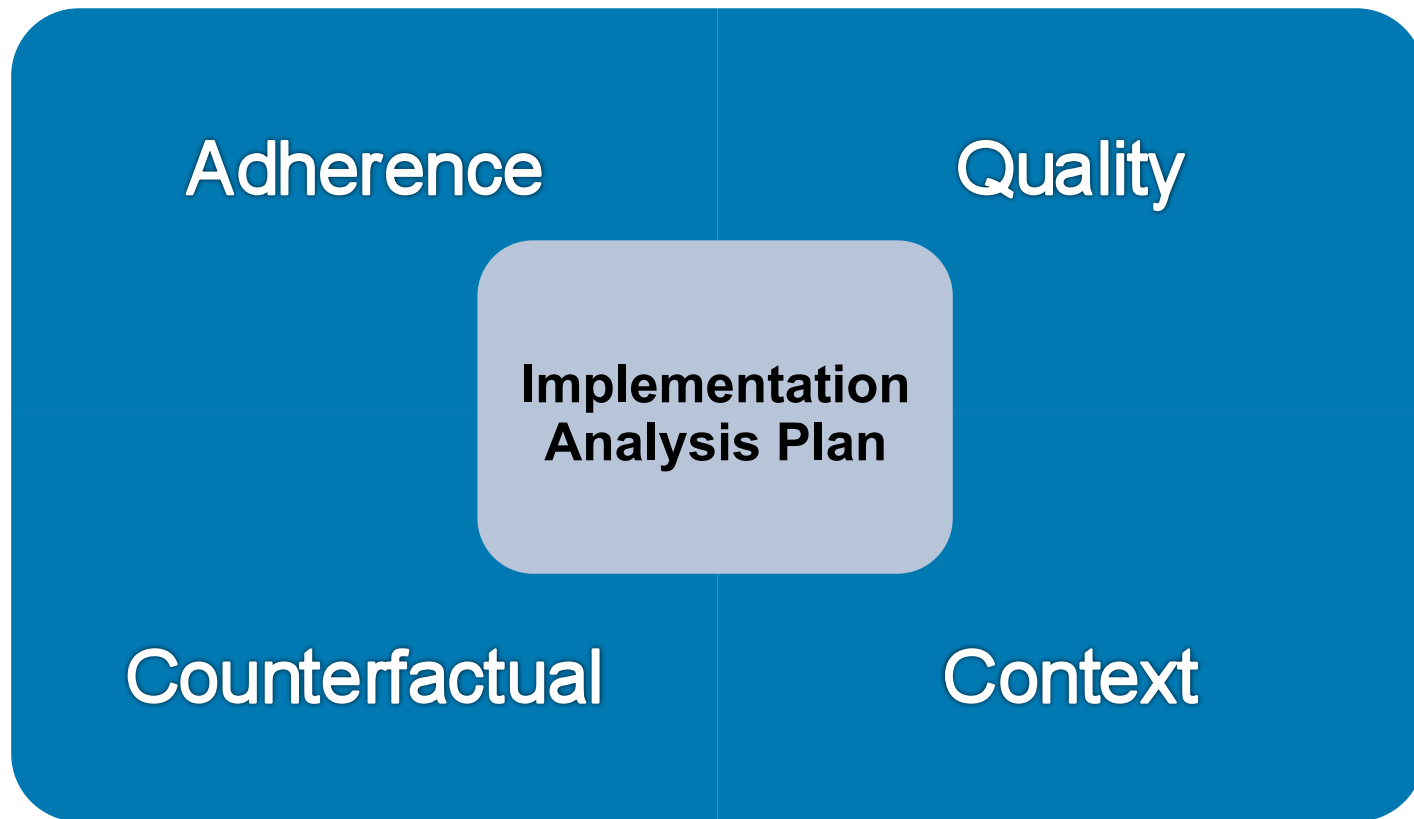
Document
and describe
how your
program was
implemented

Provide
context for
impact
analysis

Generate
hypotheses
for why the
program did
or did not
have impacts

Scope of Implementation Analysis Plans

Focus on four targeted aspects of implementation



Adherence

- How did real-world implementation compare with what was planned?

What was delivered

What and how much was received

What content was delivered

Who delivered the program

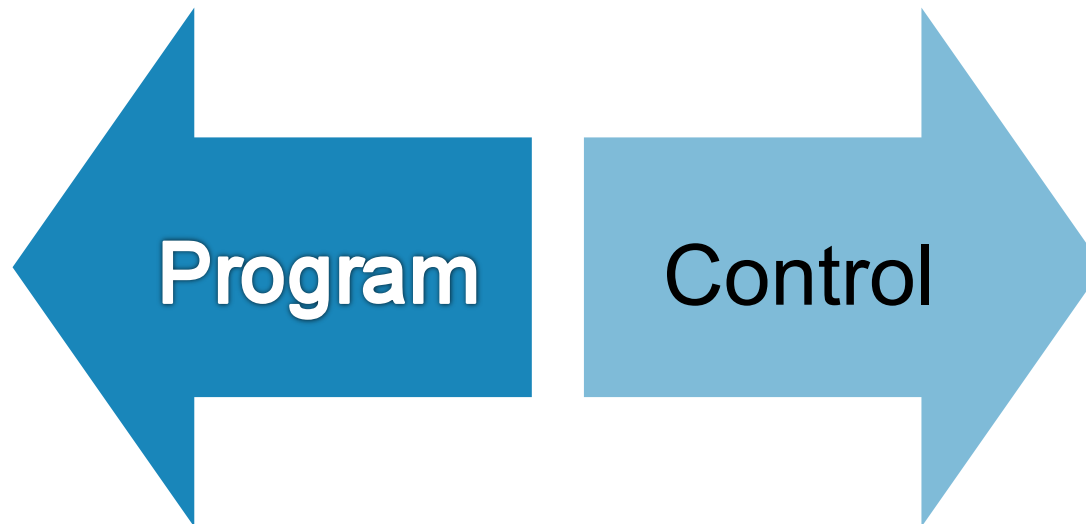
Quality

How well was the program delivered?

- **Define quality for each program aspect assessed.**
 - For example: Staff–youth interactions or level of youth engagement
- **Document scientific tools or rating scales that were used to measure quality**
- **If not assessing quality, explain why**

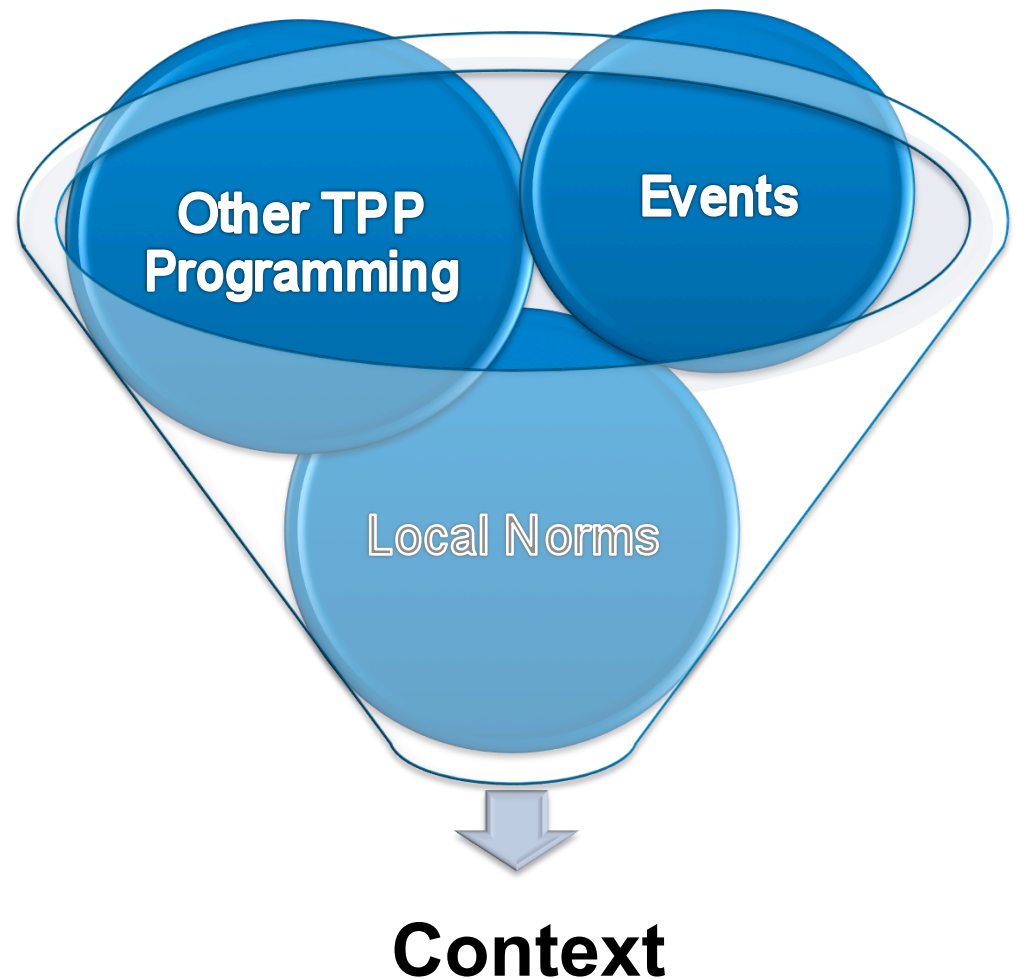
Counterfactual

- Document the **contrast** between experiences of youth in the intervention group and youth in the control group
- Document how counterfactual will be assessed (using adherence criteria)



Context

- Document factors that affected program implementation or the evaluation
- For example:
 - School closures
 - Transportation problems
 - Administrative turnover
 - Parental questions or concerns



Implementation Analysis Template

- **Three Sections**

- I. **Data Sources and Data Collection**

- II. **Implementation Analysis**

- III. **Findings (for final report only)**

- **Two Tables**

- **Table A.1. Data Sources**

- **Table A.2. Planned Analysis**

I. Data Sources and Data Collection

- Complete Table A.1 for each implementation element

Data Types

- What sources of data will you use for each element?

Frequency

- How often will you collect each type of data?

Responsible Staff

- Who will collect the data?

Sample Table A.1. - Adherence and Quality

Implementation Element	Types of Data Used	Frequency of Data Collection/Sampling	Party Responsible for Data Collection
Adherence			
How Many and How Often Sessions Were Offered	<ul style="list-style-type: none"> Fidelity log for each session (listing completion status and topics/activities covered) Fidelity log for session length 	<ul style="list-style-type: none"> Each session documented in MIS Session length documented once per week 	<ul style="list-style-type: none"> Program staff collect and record session and length Evaluation staff review and sample logs
What Was Received	<ul style="list-style-type: none"> District daily attendance records 	<ul style="list-style-type: none"> Teachers record attendance daily and report to school/district 	<ul style="list-style-type: none"> Teachers Evaluation staff collect from district
Quality			
Quality of Staff–Participant Interactions	<ul style="list-style-type: none"> Observations of interaction quality using validated protocol 	<ul style="list-style-type: none"> Observation of a convenience sample of 10% of sessions 	<ul style="list-style-type: none"> Evaluation staff conduct observations

Sample Table A.1. (cont.) - Counterfactual and Context

Implementation Element	Types of Data Used	Frequency of Data Collection/Sampling	Party Responsible for Data Collection
Counterfactual			
Experiences of Control Group Youth	<ul style="list-style-type: none"> • Items on baseline and follow-up surveys • Focus groups with control group youth 	<ul style="list-style-type: none"> • At baseline, 6 months, and 12 months • 2 focus groups with convenience sample of control group youth post-program 	<ul style="list-style-type: none"> • Evaluation staff
Context			
Other TPP Programming Available to Sample Participants	<ul style="list-style-type: none"> • District website listing all TPP programming • Interview with school district curriculum director 	<ul style="list-style-type: none"> • Twice per year (once at start and once at end of school year) 	<ul style="list-style-type: none"> • Evaluation staff
External Factors Affecting Implementation	<ul style="list-style-type: none"> • Focus group with teachers 	<ul style="list-style-type: none"> • Focus group held post- program 	<ul style="list-style-type: none"> • Evaluation staff conduct focus groups
Substantial Adaptations	<ul style="list-style-type: none"> • Interviews with program staff 	<ul style="list-style-type: none"> • Interviews conducted during implementation and post-program 	<ul style="list-style-type: none"> • Evaluation staff

II. Implementation Analysis

- Describe and summarize how you plan to assess your implementation data (Table A.2)
- Include any limitations of the data and planned analyses



Sample Table A.2

Implementation Element	Methods Used to Operationalize Each Element
Adherence	
Average Session Duration	<ul style="list-style-type: none"> • Average of the observed session lengths, measured in minutes
Content Received	<ul style="list-style-type: none"> • Percentage of intervention group students who attended 75 percent or more of program sessions
Quality	
Quality of Staff–Participant Interactions	<ul style="list-style-type: none"> • Percentage of observed sessions that scored high or very high for staff–youth interactions using YPQA measure and a 5-point Likert-like scale
Counter-factual	
Experiences of Counterfactual	<ul style="list-style-type: none"> • Percentage of control group youth who attended at least 75 percent or more of counterfactual sessions
Context	
Other TPP Programs Available to Study Sample	<ul style="list-style-type: none"> • Descriptive list of all other TPP initiatives available to study sample from district website and reported by teachers in focus groups

III. Findings (final report)

- Leave Section III of the template out: include implementation findings in the final report only
- For final reporting, use descriptive statistics and short prose descriptions on adherence, quality, counterfactual, and context
- Examples:
 - 67 percent of the sessions rated high for youth opportunities to set goals and make plans (youth engagement scores)
 - Interviews with program teachers suggested that 20 percent of control group members in 2 high schools (of 10 total high schools in the study) received a one-hour Planned Parenthood assembly on pregnancy prevention and reproductive health services available to youth in the district during implementation

Next Steps

- Use template to develop your implementation analysis plan
- Direct questions to **Subuhi Asheer, Jacqueline Berman**, or your **TA liaison**



Evaluation Abstract

Evaluation Abstract

- **Summary of each evaluation (~ 2 pages)**
- **Structured to capture key features of evaluation**
- **Text used to fill in body of abstract can be adapted from impact analysis plan**
 - Expectations for length provided
 - Example abstracts (Children's Home and Aid and Carnegie Mellon University)

Evaluation Abstract – Content/Structure

- **Contact information**
 - Grantee/project director
 - Evaluator
- **Contrast being tested**
 - Intervention name/description,
 - Planned (and major unintended) adaptations
 - Counterfactual name/description
- **Research questions**

Evaluation Abstract – Content/Structure (cont.)

- **Sample**
- **Setting**
- **Research design**
- **Methods**
- **Findings (placeholder)**
 - Impact
 - Implementation
- **Schedule/time line**

Reporting Process

- All reporting is due March 31 for OAH grantees and May 31 for FYSB grantees
 - We will accept abstracts and implementation analysis plans on a rolling basis
- Submission can be by email (tppevalta@mathematica-mpr.com) or uploaded to your grantee folder on the Eval TA website

File-Naming Conventions

- **Abstract: [Grantee Name]_Abstract.docx**
- **Implementation Analysis Plan: [Grantee Name]_Implementation_Analysis_Plan.docx**
- **Eval Progress Reporting:**
 - [Grantee Name]_CONSORT.docx
 - [Grantee Name]_Equivalence.xlsx

Expected Time Lines (new products)

Milestone	OAH Grantees	FYSB Grantees
Rolling Submissions Due	End of March	End of May
First Round of Feedback on Evaluation Abstracts	Mid April	Mid June
First Round of Feedback on Implementation Analyses	Late May	Late July
Final Round of Feedback on Evaluation Abstracts (includes editing)	Late June	Late August
Final Round of Feedback on Implementation Analyses	Late August	Late September

Questions?

Contact Information

- Jean Knab (jknab@mathematica-mpr.com)
- Juliette Henke (jhenke@mathematica-mpr.com)
- Subuhi Asheer (sasheer@mathematica-mpr.com)
- Jacqueline Berman (jberman@mathematica-mpr.com)
- Russell Cole (rcole@mathematica-mpr.com)